Model Program Cultural Adaptations
NECAPT Technical Assistance Audio Conference
8/25/03

AUDRA: Good day, everyone. And welcome to the Education Development Center Model Program Cultural Adaptations Conference Call.

Today's call is being recorded. Today's conference will be interactive, and all lines will be open for the duration. We ask that you use the mute button when not speaking to cut down on background noise. Please keep in mind that the *6 feature will not mute your line on such operator-assisted calls. Also, if you need to step away from today's call, please do not place your line on hold, as doing so may feed music into the entire conference. And now at this time, I would like to turn the call over to Miss Aurora Matzkin. Miss Matzkin, please go ahead.

AURORA MATZKIN: Hi, everybody, this is Aurora Matzkin. I am the GRAAP Training and Technical Assistance Coordinator for the Northeast CAPT. Thank you very much for joining us today. We're going to just start with a little welcome, and introduction to everybody who's joined us. And before I even get started with that, I just want to check in with everybody and make sure they were able to access the materials that we've put on our website for this call. So when you introduce yourself—which, you're going to introduce yourself in a few minutes—if you could go ahead and let us know if you *weren't* able to access that, then we'll give some instructions about how to get to them after everybody's introduced themselves.

First, I'm going to start by introducing our panelists for today. We are very fortunate to have several panelists joining us today. And the first person who I will introduce is Etta Atkinson. She's a Certified National FAST Trainer. She's the product of a liberal arts education obtained while attending Spellman College in Atlanta. She studied sociology in an environment that supported the Civil Rights Movement during the 1960s.

Before her freshman year in Spellman, Etta witnessed the assassination of President of John Kennedy. And during her senior year at Spellman, she escorted the coffin of Dr. Martin Luther King through the streets of Atlanta.

Following her dream of becoming a social worker, she completed work for a Master of social work degree at the Warden School of Social Service at Our Lady of the Lake University in San Antonio, Texas. Her passion to serve was shaped by the many events she witnessed as a young, black woman in the south.

In 1995, Etta became a FAST Team Member. She has committed herself to helping families and their children through her work with FAST, and through her spiritual teaching. Etta believes that her life experience has molded her into a warm, caring human being who sees the *best* in all people she meets. Her work with FAST has presented her with the opportunity to share her love of people with families of all races, colors, and

creeds. If you're interested in learning more about Etta Atkinson, there is a more detailed biography on the website.

Etta, would you like to say 'hello' to everybody?

ETTA ATKINSON: Hello. Glad everybody could join us today.

LYNN MCDONALD: Hi, Etta.

E. ATKINSON: Hi, Lynn.

A. MATZKIN: Our next presenter is Pat Davenport. Pat Davenport has over 20 years of experience in the field of human services management, and has a remarkably strong background in services to families, children, and communities. She is an accomplished program administrator, grant writer, fiscal manager, and coordinator of intergovernmental relations.

Born in Nicaragua, Miss Davenport moved to the U.S. as a young adult. Currently, Miss Davenport is the executive director of FAST International, a private, nonprofit, 501C3 organization. The sole mission of the FAST International is to maintain the quality assurance for predictable outcomes of the international replication of FAST. Miss Davenport brings to this position her passion and belief that increasing parent empowerment and support networks for families enriches the lives of every child, and everyone in the community reaps the benefits.

Pat, would you like to say 'hello' to everybody?

PAT DAVENPORT: Welcome, everyone. I'm looking forward to today's conference.

A. MATZKIN: Thank you, Pat.

Our next speaker is Lynn McDonald. Lynn McDonald has formal education in family education, which has helped to shape her professional work. She says she learned to think about things as a philosophy major at Oberlin College in the 1960s. She got her Masters Degree in Social Work from the University of Maryland, Baltimore, where she learned the traditional case work, family systems work, group work, and community development skills. Each of these is a distinct strategy and approach to social change.

In 1976, she was awarded a Ph.D. in psychology from the School of Social Sciences at the University of California-Irvine, a unique cross-disciplinary approach to research. She likes taking theory and research out of the ivory tower, and into the communities to help effectively address social problems, and then evaluate the outcomes.

She's been a family therapist, a child therapist, and a community work. She's been a social work family member, a family therapy professor, and a senior scientist at the University of Washington-Madison, in the School of Education.

In a local community mental health agency for 10 years, Dr. McDonald developed, piloted, evaluated research and disseminated several non-traditional, community-based family system-based approaches to mental health and service delivery for young children.

One of those was prevention, early intervention program she developed in 1988 at Family Service, Madison, Wisconsin. And it has since become internationally recognized. This early intervention program—Families and Schools Together (FAST)—uses a multi, family group approach.

She is also chairman of the board for the nonprofit BATH, the national training and evaluation center based in Madison, Wisconsin, which has disseminated FAST to over 600 communities in 38 states, and five countries.

Lynn, would you like to introduce yourself?

L. MCDONALD: Hello, this is Lynn. I'm glad everybody is joining us all, today. It's an interesting topic.

A. MATZKIN: Thank you, Lynn.

And our final speaker is Pamela Wilcox. She has five years' work experience in health education and communications for contracts with the National Institute of Allergy and Infectious Diseases, and the Substance Abuse and Mental Health Services Administration.

Miss Wilcox works on many aspects of NIAID Office of Communications and Public Liaison contracts, to include inquiry response materials development, database development, and public education and outreach.

On the SAMHSA Model Programs Project, she worked, collaboratively, with program developers, representatives from the Centers for the Application of Prevention Technologies, the Department of Education, and the National Registry of Effective Programs to market and promote evidence-based substance abuse and mental health prevention programs.

Pam, would you like to introduce yourself?

PAMELA WILCOX: Hi, everybody. This is Pam.

A. MATZKIN: Those are all of our panelists for today. We would like to see who else is out there. So I'm going to turn this back to Audra, our operator, who will prompt you to introduce yourself. I would ask that if you have multiple people listening in from your location, and if it's possible to have them all introduce themselves just with their name, it would be wonderful to do so.

So go ahead, Audra.

AUDRA: Thank you. To introduce yourself, please press *1 now, and we will open your lines, individually. Once again, that is *1.

We'll go first to Deera Jeter.

DEERA JETER: Hello. This is my first teleconference. I'm looking forward to learning a lot about cultural diversity and prevention programs.

A. MATZKIN: If you could just let us know where you're from as you introduce yourself that would be helpful.

D. JETER: Okay. Monticello, New York. I work for an organization called the Recovery Center.

A. MATZKIN: Okay. Thank you.

D. JETER: Thank you.

AUDRA: Next, we have Armenta Tenor.

ARMENTA TENOR: Hello. Can you hear me?

A. MATZKIN: Yes, we can hear you.

A. TENOR: I'm Armenta Tenor. I'm in Wenatu, Washington. I work at the Center for Alcohol and Drug Treatment in primary prevention. I'm looking forward to this.

AUDRA: Thank you. Next, we have Helen Harold.

HELEN HAROLD: Hi, I'm Helen Harold, and I coordinate Training and Substance Abuse Prevention Services in Charlotte, North Carolina. I also have a co-worker with me, Joanne Stevenson Jenkins.

A. MATZKIN: Thank you, very much. Welcome.

AUDRA: Next, we have Lawrence Gonsalves.

LAWRENCE GONSALVES: Hello. I'm a mental health counselor for the Indian Tribe.

A. MATZKIN: Thank you, and welcome.

AUDRA: Next, we'll go to Shai Fuxman.

SHAI FUXMAN: Hi, I'm a research assistant with the Center for Application and Prevention Technologies in Newton, Massachusetts. I have two colleagues with me. I'll let them introduce themselves.

DAVID COSTANZO: I'm David Costanzo from the Northeast CAPT.

CHELSEY GODDARD: And I'm Chelsey Goddard from the Northeast CAPT. It's nice to be here.

A. MATZKIN: Welcome, everyone.

AUDRA: Next, we have Susan Sloane.

SUSAN SLOANE: Hi. I'm an evaluation project manager for DOER Evaluation Resources in Chico, California. And I have a master's degree in intercultural communications, so the subject is near and dear to my heart. And I'm working on a Vallejo City Unified School District grant, and have worked with many different populations. Thank you.

AUDRA: Next, we have Chu Lee.

CHU LEE: Hi, everyone. This is Chu Lee calling from St. Paul, Minnesota, working with the Central CAPT. I also have a co-worker of mine with me here, today. Nicole Reiner Silber. So she'll be participating on the call with us.

A. MATZKIN: Thank you, and welcome.

AUDRA: Next, we go to Nadine Jackson.

NADINE JACKSON: Yes, this is Nadine, and we're in Eugene, Oregon. This is Lane Education Service District Office, and we have one of the alcohol abuse prevention grants where we are working with FAST. And I have two colleagues who will introduce themselves.

MARY BOURQUE: Hi, this is Mary Borque, prevention specialist, here at Lane ESD.

L. MCDONALD: Hi, Mary.

M. BORQUE: Hi, Lynn!

MARY JEAN KNOLL: And this is Mary Jean Knoll at Lane ESD, prevention specialist.

L. MCDONALD: Hi, Mary Jean.

M. J. KNOLL: Hi, Lynn and Pat!

AUDRA: Next, we'll move to Phil Olynciw.

PHIL OLYNCIW: Hi, this is Phil Olynciw. I'm with NEA Solutions Corporation, out here on Long Island, New York. And we provide training and technical assistance for various U. S. Department of Education grantees.

A. MATZKIN: Welcome, Phil.

P. OLYNCIW: Hi, how are you?

AUDRA: Next, we have Amy Gedloff.

AMY GEDLOFF: Hello, can you hear me?

A. MATZKIN: Yes, we can hear you.

A. GEDLOFF: Oh, great. This is Amy Gedloff from Social Development Research Group at the University of Washington, in Seattle, Washington. And we have two other participants that will introduce themselves.

ROSE QUINBY: Hi, this is Rose Quinby. I'm the project director for the Community Youth Development Study here at the University of Washington.

ABBY FAGAN: And I'm Abby Fagan. I am an implementation specialist on that same project.

R. QUINBY: And we just had another person join us.

S. HAWES: Yes, I'm Susan Hawes, and I work on the Safe Schools Evaluation Project here at SDRD.

A. MATZKIN: Great. Thank you. Welcome all.

AUDRA: Next, we'll go to Pam Tindall.

PAM TINDALL: Good morning. This is Pam Tindall. I'm calling in from the National Prevention Network Conference in Albuquerque this morning. And I work for the Western CAPT.

A. MATZKIN: Okay. Thank you.

AUDRA: Next, we have Eileen Browning.

EILEEN BROWNING: Hello, this is Eileen Browning. I retired from a prevention organization in New York called CANDLE, and moved to Rhode Island, where I'm

waiting to become a literacy volunteer. And many people whose education was interrupted had substance issues related to it.

AUDRA: And next, we'll go to Marion Gage.

MARION GAGE: Yes, my name is Marion Gage, and I'm the health and safety coordinator for Butte County Office of Education. We work closely with a nonprofit called Parent Education Network that has done the FAST Program in a number of our schools. And I'm also a grantee for Grants to Reduce Alcohol Abuse. And we're in Northern California, a little bit above Sacramento. A rural area.

A. MATZKIN: Great. Thank you.

AUDRA: And next, we'll go to Erica Marx.

ERICA MARX: Can you hear me?

A. MATZKIN: Yes, we can.

E. MARX: This is Erica Marx in Vermont. I work for the Division of Alcohol and Drug Abuse Programs. I'm the lead trainer for the prevention unit.

A. MATZKIN: Thank you, Erica. Welcome.

AUDRA: And our last participant is Alice Gordon.

A. MATZKIN: Alice, are you there? We can't hear you.

AUDRA: Miss Gordon, your line is open. Please go ahead. Miss Gordon, your line is open. Please go ahead. If you have your mute button on, you can release it. She may have stepped away.

A. MATZKIN: Can't seem to find Miss Gordon. Maybe she'll introduce herself later.

AUDRA: We'll go ahead and open up the lines now, Miss Matzkin.

A. MATZKIN: Thank you. First of all, thank you, everybody, for joining us. As you can hear, this technology allows a great number of us to come together from a wide variety of places. And this is a fairly new experiment for us at the Northeast CAPT, using these audioconferences. We'll be doing an evaluation at the end of this call, and are really grateful for you spending the time providing the feedback you might have about this technology, and how it works for this kind of work. So we really encourage you to stay for the evaluation at the end of the call.

Finally, at this time, I hope that everybody received the e-mail giving you the website where our agenda, and the presenter bios, and some handouts, and some additional

resources are. Is there anybody out there at this time who has *not* gotten access to that? If you have, just let me know. I don't hear anybody.

H. HAROLD: Not in Charlotte.

A. MATZKIN: You've not received it in Charlotte? Okay, I'm just going to quickly go over, do you have Internet access right now?

H. HAROLD: Uh huh.

A. MATZKIN: Okay, I'm just going to quickly go over how you can get to those materials.

H. HAROLD: All right.

A. MATZKIN: Because they probably will be helpful to everyone as we go through this call.

First, if you could go to www.northeastcapt.org. That's northeast and C-A-P-T dot org.

Once you get there, just put your mouse on the top menu bar over the Services, and you'll see that one of the choices under there is Technology. If you click on Technology, it will take you to a website.

And if you just scroll down a little bit, and then click on audioconferences, it will take you to our audioconference website.

Finally, scroll down a little more, and click on Making Cultural Adaptations: The Model Prevention Programs. And that will take you to the website for *this* audioconference, where we do have overview objectives, the agenda, the presenter bios, registration instructions, and some handouts, overheads, and additional resources for you.

Just for your information, in a few weeks, we will be posting a transcript and summary of this call *at* this website, should you wish to use that later on.

Okay. If everybody has managed to find the materials. Is anybody still struggling with that? Hey, wonderful! I'm going to turn this over to Pam Wilcox, who is going to give us an overview of the CSAP efforts in Model Program Dissemination and Cultural Adaptations.

M. GAGE: Excuse me? I do have a question. This is Marion. So I'm at the website. And when I go down to the information on FAST, specifically, I click it. So then it gets confusing what to do. So, hopefully, as you go forward, you'll explain to us?

A. MATZKIN: Okay, as we go forward and we get to that point, I'll try to walk everybody through that part.

M. GAGE: Thank you.

A. MATZKIN: Okay? Just remind me if I don't do it automatically. Thank you. Are there any other questions before we turn it over to Pam? Okay, go ahead, Pam.

P. WILCOX: Thanks, Aurora. I also wanted to say that we're really impressed with the technology where you've been able to put together the website with the conference calls aspect of it. It really works out well, and I think it helps bring everybody together on one page.

A. MATZKIN: Thank you.

P. WILCOX: Also, I think it's great that we've responded to a topic that is so prevalent, especially today. The opportunity to talk about what CSAP is doing, along the lines of cultural competence, is pretty cool because this program started only about four years ago, in 1999. And over that time, there's been about 800 programs reviewed through the National Registry of Effective Programs, and only about 51 models.

But in 1999, we started with seven model programs, so it's grown really fast, and the success is great. But with success comes all these other exciting things that we get to do, one of which is this collaboration we've got with the Department of Education Grants to Reduce Alcohol Abuse. There are a couple grantees on the call. It's been great getting to know you guys, and learning more about your specific communities, and the needs of your communities.

I wanted to explain the background of the model programs because it takes a long time to get to a point where you can say 'okay, now that we have all these model programs, how can we adapt them to make them culturally competent, and culturally specific?'

The first thing that we realized we needed to do was really just break through the language barrier. And I know that a translation to a different language is hardly reaching cultural competence, but that is the first step. So before even considering value orientations, parenting styles, traditions, cultures and ethnic groups, we first have to *communicate*. So what CSAP has done—and I don't think I have it on the resources, but I'll get it to Aurora so you guys can put it on the website—is a list of the model programs and those programs that have been translated into other languages.

There's a pretty long list, but I can explain a couple of them. We started off with just the Spanish programs—Across Ages, All Stars, FAST, Families That Care, Parenting Wisely—are just a couple of them.

A couple of the other exciting ones are The Incredible Years, which has been translated into British dialect, with some materials in Vietnamese. Keep a clear mind we have some Mong *and* Vietnamese materials, and the other exciting one is Promoting Alternative Thinking Strategies, or PATHS. And that's in Dutch and French. There's a whole long

listing of some other ones that have been translated. So that was just the first step, you know? First, let's communicate. And then let's think about how we can adapt the programs.

The second thing that CSAP is doing is sort of a larger initiative to develop pilot implementation guides for Indian country. And CSAP is actually working with another contractor, and the Bureau of Indian Affairs, in developing implementation guides for three—as far as I know–three different model programs, which are Dare to Be You, FAST, and Across Ages. These implementation guides are in progress now. And what CSAP, and the Bureau of Indian Affairs, and the other partners intend to do is once they're complete, CSAP will help recruit pilot sites to implement the guides. And then, hopefully, do some sort of centralized training to pilot the sites. The developers and implementers will then gather data, evaluate the programs so that we can find out if they are effective in that adaptation environment.

Some of the things that are kind of exciting, too, are that there are programs that are developed *for*—and this is sort of thinking along different lines—but there are programs that have been developed for *specific* Hispanic, Latino populations. Like Family Effectiveness Therapy is one of them. And we always think along the lines of this is a program developed for predominantly white kids, but how do we take programs that are developed for minority populations and adapt them to maybe the economically-underserved groups of predominantly caucasian kids? So there's sort of a backwards thinking in that we can also translate programs to go the other way, as it were.

If that made any sense at all—it made sense to me—but now I think if you don't have any questions, we'll be here to answer questions as we go, I think I'm either going to turn the time over to Aurora, or Lynn.

A. MATZKIN: Okay, thank you very much, Pamela. Does anybody have any questions about that? The reason we have your lines open is that so we *can* have some interactivity here.

L. GONSALVES: I was curious how the BIA was going to determine the pilot site.

P. WILCOX: That's a good question. I'm not sure. I think the BIA's going to be working with—there's a gentleman, you may know him, his name is Mike Nay, he works with a contractor, JBS—and I think we've been through a series of meetings with specific tribes on that very issue. I don't know if anything has been established, yet, but I can surely get back to you on how that might be determined.

L. GONSALVES: Okay. Thank you.

P. WILCOX: No problem.

A. MATZKIN: The one other little piece of housekeeping I'd like to do is just ask everybody to introduce themselves before they ask their question. It's really helpful for us when we try to transcribe this call later to figure who said what.

P. WILCOX: Yes, was that Lawrence?

L. GONSALVES: Yes.

P. WILCOX: Okay, because I just want to make sure I have your contact information.

L. GONSALVES: Oh, okay.

P. WILCOX: I got it, yeah.

A. MATZKIN: Thank you. Are there any other questions before we turn this over to Lynn McDonald? Okay, go ahead, Lynn.

L. MCDONALD: I'm going to tackle this very important and difficult topic and try to vent some ideas and invite responses. I'm focusing, specifically, on science-based models, the 51 that you mentioned. And I'm going to talk about three different things, and they've said I have about 10 minutes.

So I'm going to first talk about 'what kind of training is needed?' Second, 'what kind of process checks are needed?' Meaning looking at *who's* doing *what* to *whom?* And that's sort of like Lawrence's question just then. *'How is that going to be decided? Who decided it?'* I'm calling those process checks.

And then the third one is outcome checks, in terms of the outcomes of the science-based models.

So in talking about the overview of cultural adaptation of the science-based models, I'm going to talk about these three different areas. Basically, taking things from being science-based models into community replication with, perhaps, populations that were not the original populations for home, the group intervention, or the intervention it was developed for.

So the first thing is training. I've been a professor for many years, both in family therapy for graduate students, and in social work for graduate students and undergraduate students. And I do believe that we *can* learn things that help us to move ahead on very difficult issues. And I'm saying that they're difficult issues because in the United States, we live in a multicultural country that has created unequal access to fair share. And that has issues where the age you are, the gender you are, the social class you are, the religion you are, the language you speak, the culture you have, the racial background ethnicity that you have, how long you've been an immigrant, when you came, and your sexual preference—all of those can affect fair access to your fair share. And if we think about our country in that way—where we *say* we think everyone should have fair access to

their fair share, and then we look at how it's unevenly distributed, if we sort of assume that, that there's some disproportionate access, both to prisons, as well as to wealth—then we all know that we're touching on complex, difficult, problems. And I think training can help with that.

But the training has to be informed, I think, with some kind of values. So I think one of the things that I'm suggesting is that the topic of values *towards* the issue of cultural adaptation be made explicit by different program developers. And that people get access, that there be some kind of position statement, or some kind of access to well, what *were* the perspectives, initially, in the development of this approach? And I'm saying that because I found, myself, reading through different program models, trying to get at 'are there values hidden underneath here that have to do with fair access, and fair share?' So I just want to mention that as the fact that I think that the training needs to be *factual,* but it also needs to be value-based, and finding out the values people have about what I call inclusion versus marginalization. The United States has a melting pot value, which is that everybody should be merged together, and have fair access and fair share.

But when I go to Canada and meet people there and listen to how they've handled this huge wave of immigration coming from Europe and the Far East, and sitting on top of the native people's right to the land from thousands of years, they do it differently. Canada has a mosaic idea. They have a mosaic idea, rather than a melting pot idea.

When I go to Australia, I see, also, a different *way* of doing this thing. Those are three large, immigrant countries where the native people were overwhelmed with people who came in 200, 300, even 400 years ago, and in an embattled way, became the majority culture.

I lived in Turkey when I was a teenager, when I was coming of age. And I lived there, and I was a person from Caucasian and Christian background, living in Turkey, which was predominantly Muslim. As I lived there, I learned that Turks are not Arabs. They're Muslim, but they're not Arabs. I started learning about those distinctions, which affects them *hugely* in the Middle East, because they're not part of the Arab *club,* but they're definitely Muslims. But there's a long history of Christianity, also, in Turkey, for Christians that were fleeing and set up sort of private camps to maintain their Christian beliefs without being harassed. And they were respected in Turkey. And there are Arabs, of course, as well, who are respected. So one of the things I learned when I was there was the importance of respect for difference.

When I was in Germany, I was training for FAST. I was interested to see that for the last 30 years, Turks who were very poor had left Turkey and gone to Germany, looking for jobs. As they found jobs, the men would send money back to their family in Turkey. Then over years, the Turkish families would *move* to Germany because the access to work was so important to their family that they actually gave up all their roots and moved to Germany. But in Germany, they were treated without respect. And they were treated in ways that were very much related to social class, but they were considered the *other.*

So one of the things I did when I was training was I asked that a Turk be on the team that I was working with, when the rest were Germans. As it happened, I spoke Turkish, so I was able to speak to him, privately. And as we went through several days of training, he learned, I guess, perhaps that because I spoke Turkish and was interested in him, that there *was* some respect there.

Anyway, together we created a chance for all of the German participants to learn how to say *'Hello. How are you?'* in Turkish. Now, most of them were working with Turkish, poor, children in their drug prevention and delinquency prevention programs. But they had never learned how to say *'Hello. How are you?'* respectfully, in Turkish. I'm mentioning that because, I guess, the training would have to be created in a way that, to me, deals with these issues of respect, and these issues of inclusion versus non-inclusion, these issues of *when* did the families immigrate? For example, if they were African Americans who came over as slaves, they were not voluntary immigrants, and they were treated differently. That history needs to be available for people. So you can see it's a challenge to do that training.

Now, the second thing that I wanted to talk about was what I call "process checks." If we're going to do science-based models in many different communities around the United States that have many different cultural, age, religious, and ethnic backgrounds, we're going to *want* it to be effective. And I think that these training goals that I just mentioned are wonderful.

But I think there's another way we can jump into it that, actually, takes less time, and had more predictably effective results. And that's what I call a Shared Governance Model. The Shared Governance Model is why not *include* the voices of all the people who are going to be the *targets* of the intervention in the *planning* of the intervention?

So my second point, which is about process checks, is does the science-based model have a way of having shared governance for the planning and implementation of the science-based model that can help *guarantee* that the voices will be there, and that the adaptation can *happen* in a respectful way to the local participants?

Basically, I would want to see feedback loops. Can the consumers speak to the providers? Why not having a consumer *on* the provider team? Are the *youths* represented in middle school and high school programs? And is there a *guarantee* their voice is heard? Are *parents* represented in *family* programs? Are people who are African American represented if the implementers want to implement with a group of people who are African American? Are there African Americans *on* the group delivering it? In other words, *who* is doing *what* to whom? And checks on that that are *always* with the bottom line—is the cultural diversity being respected? And I don't think you can do that without looking. I don't think you can do that without some observational checks. And just like the question we had before, *'Who's deciding what?'* That's what we need to know because we're living in a community and in a nation where those things are not always fair access to fair share.

And then the third thing that I want to say is we can *measure*, we can measure to see whether the cultural adaptation *is* working. We can take the outcome checks of, first of all, retention. Retention in a voluntary intervention and all prevention programs that I know of are voluntary, is the bottom line. If people walk in there and stay, then you *know* it must be feeling respectful—I think—unless there's some court order or somebody forcing you, people will go and try it once. And then if they can leave—now, in classroom interventions, you can't leave—so then you'd have to use other checks. But things that are voluntarily attended, monitoring retention is incredibly important.

Then the second thing is monitoring *change*. A lot of the science-based models have experimental designs. All of them have experimental designs for *outcome*. *Do* they have experimental designs *with* the different populations that they're saying they're effective with? It's not *just* translation, okay? Do they have an experimental study that shows they *have* outcomes with Latino populations? Not just translated, but experimental outcomes.

Then the second thing is can we *measure* every single, new replication? I think if we want to make science-based models work, we need to measure every new replication in a new community. With simple, *not* complex, *not* like experiment and research, but with simple outcome measures that can give us a sense that, yes, it's working in this community, with this population.

So those are my three points to just set us off. In terms of the overview, I think we're plunging into a huge challenge, and it's the *most* important thing we can do in America, which is to *address* the disproportionate representation of certain groups in prisons, and in treatment programs, and in school failure. This is what we're trying to prevent. And so, in order to do that, we need to have training related to values about fair access to fair share. We need to include our social class and income levels in every consideration that we do. We need to have process checks—people looking, and watching, and seeing, and making sure that there's fair representation of the culture that's being targeted—*in* the planning and the delivery.

And third, we need to have outcome checks. Did it work in experimental studies with minority groups? Did it work with retention rates, locally? And did it work with outcomes and changes, locally?

So now I'm ready for the flak. [laughter] Okay. This is safe, you see? I can't see anybody. I'm just sitting in my office. And anybody can say anything. Or are we not supposed to talk, yet? What are we supposed to do?

A. MATZKIN: No, we're perfectly fine to talk. And we encourage folks who have questions related to that material, or anything else, to go ahead and jump in.

P. OLYNCIW: Are all lines open? Can you hear?

A. MATZKIN: Yes, all lines are open.

P. OLYNCIW: Oh, good. The question I have is, *'As you've made these adaptations to the programs, in dealing with issues of fidelity of implementation, have you ever come up against any difficulties in that manner? Or have any issues come up? Or have you just measured to see if the programs are still effective after you've made your adaptations?*

A. MATZKIN: And this is Phil, correct?

P. OLYNCIW: This is Phil from Patchogue, NY right.

A. MATZKIN: Okay, thank you.

P. OLYNCIW: The whole issue of fidelity is important across the board. But here, it seems like you'd be making certain content changes, and process changes. Did the developers give you some clues as to what you need to do, and things that they are concerned about you changing? Any of those issues come up?

L. MCDONALD: I'm going to start by answering that I think that the lens of cultural adaptation should be put up there, and every program developer should have to answer to it. That's what I'm saying. And in the case of FAST, I turn that over to Pat, in terms of *one* example. But, you know, there are 51 of these. So this is just *one* example. And we can't speak to all. All I can say is I think that lens—just like it was done for the American Indian Native American—it was a *review* by Native American leaders, *nationally*. *They* went through the 51 models, and chose three. And they said 'three of these are respectful of our values.' And that process, I think, was *great* because it was done *by* people who are going to be the consumers *of* these three out of 51. So I think the lens should go up to *all* 51 models. But Pat, do you want to answer that? Specifically?

P. DAVENPORT: In terms of the FAST Model, I would like to say that we do work as partners with other models that want to have a collaborative with the National, because we don't believe that we're the only *approach* for prevention or intervention, but we would like to *partner* with other science research-based models for this.

But in terms of *how* do we go about adaptation in regards to FAST, now is that because a *team* is the one who facilitates the program. And the team comes from the local community, which it means, then, that you would have the cultural representation that you're going to be serving. And the way I'm defining cultural representation—I don't mean it only ethnically, but also in terms of economic status, as well as sexual preference, in gender, and everything else. So let's say that you're going to have a community where is going to be a *privileged* community—just as an example here. You would *need* cultural representation of that privileged community to *serve* on the team that would then go through the training that would then go to the process checks that Lynn talked about. And it would also go to the outcome measurement with the models. Did that answer your questions? Phil?

P. OLYNCIW: I'm not quite sure of, the procedure that you went through when you took at look at the program. That you found programs that you felt *were* appropriate for

the population you were going to work with? Or did you find a program that you needed to adapt. It sounded like I heard a little bit of each.

P. DAVENPORT: It is. It's combination in that the way in terms, I can only speak of FAST in this case, because I'm the one who works with the FAST Model.

When it came to FAST, it will be adapted to the local communities where we're at. So for example, in the audience we have Eugene, Oregon. They are looking at doing a Latino FAST. So, basically, the team that would come together to do FAST will be representative of that community. In Indian country, for example, we would then look at a team that comes from that community, within Indian country. And then adaptations would be made, based on what we *hear* from the team members. An example is we were doing the Baby FAST Model in Indian country, and we were told that the crafts that were being done were not appropriate for Indian country. So we ended up adjusting the based on recommendations upon the review and approval of our program developer, Lynn McDonald. So that is the process that we followed.

L. MCDONALD: So, basically, built in our process checks with feedback loops. The feedback loops go to a shared government implementation team. And if you look on your first and second and third handout, they show that 40 percent of FAST—which is one of the 51 science-based models—has to be done just so. And 60 percent is adaptable. So it's built into the program that local teams are going to adapt.

P. OLYNCIW: I have that now… that was excellent, that you gave me that. I had just brought that up on the screen. So in regard to those, what type of things like that are on, not in the guide, that has to do with fidelity of implementation? The 40 percent that you termed here is non-negotiable?

L. MCDONALD: Yeah, but even that, there's lots of flexibility in that. But we *call* it non-negotiable. [laughs] I shouldn't tell people that.

P. OLYNCIW: What type of things become like, within the area of things that can't be adapted and which things *can* be adapted without having difficulty with the program?

L. MCDONALD: Maybe Etta, you want to give an example of that? You've been involved before?

P. OLYNCIW: Just an idea. I know it's a big topic, but I'm…

[END OF SIDE A]

P. OLYNCIW: …adaptations that you *are* making that still prove the program to be effective. Or maybe even to go the other way. Which things that you *can* adapt. Which things, if you change them, they would change the effectiveness of the program if you run into anything like that?

E. ATKINSON: This is Etta. And one of the things that you *cannot* adapt, in FAST, is one of the components, which is our special playtime. It *must* be for 15 minutes. It *must* happen every week. And it *must* be with the same child and the same parent. That *cannot* be adapted. That's one of those core things that would affect the outcomes of the program.

L. MCDONALD: That's a great example.

P. OLYNCIW: That is. I got another idea, now. So as you do this, do you actually make another, do you make a revision in like another addition of that program? Of the initial program? When you make these adaptations, do you put out a revised edition? Or an edition that is for another specific population, as you create these changes?

L. MCDONALD: Pat?

P. DAVENPORT: No, we don't because they are usually adapted to that particular community.

P. OLYNCIW: To that community, okay.

L. MCDONALD: In living form, as we way in our title here.

M. GAGE: This is Marion. My experience has been more with Project SUCCESS. So, really, I think some of these federal grants that are requiring us to do specific model programs are really kind of like on the cutting edge of playing with this, in terms of the whole adaptation question, period, let alone a cultural adaptation because I hear what you're talking about now is more specific to *cultural* adaptations. But within my own school community where I'm trying to implement a model program, I'm going to have a real broad range of cultural perspectives, not just diversity. You know, ages and different groups in the school site. So I think what you're saying here is that the developers, then, are cast with letting us know what are your core perspectives? What are your core elements in this curriculum that you must, a person must do in order to be considered implementing the program with fidelity? And I can tell you, from my experience in working with a couple of providers, already, that CSAP's even struggling with this question right now because I know that they were starting a process of trying to figure out what *are* the core elements in these model programs that you need to do? And what the developers are saying well, wait a minute. We didn't even *test* for that. What we're saying is you've got to do this whole package. That's what was tested, and shows the results. So I think we're kind of in this gray area, quite frankly. And the program developers are really in a bind because those are exactly the questions we're asking. *'What are the core things we have to do in order to be considered doing this program with fidelity?'* I don't think we're there, yet, with really having a clear picture, specifically, about how to do this.

P. DAVENPORT: This is Pat. What I would say is that in our case, for example, the way on how we go to the process of analyzing whether something is adaptable or not is

by putting it to the test of 'does it go against the foundation of our models?' The primary foundation is that we're looking at parent empowerment. We're looking at cultural representation. Therefore, one of the things we will *not* compromise over is cultural representation in the teams.

If the team does not represent the culture that's going to be served, therefore, that team would not meet the criteria for FAST to be considered with program integrity.

L. MCDONALD: And would you train them, or give them books?

P. DAVENPORT: I would *not* train them, and I would *not* give them books. I would do my best to try to help them find replacements. And in the event that that doesn't take place, I would have to leave. And I've done that before. Unfortunately, but there are adaptations that allowable, and there are some that are not at all. And we put them through that test.

Another example in our case is the meal *must* be prepared by the family. That's a point of the value of adaptation of parent empowerment. So if a site does not allow the parents to cook the meal, we cannot call that program FAST. The site does not get evaluated. And teams will learn that through the training of their local teams. That's how we teach them during that process.

L. MCDONALD: So we put the value of the voice, the voices at the table, into our core components that are non-negotiable. So for middle school, there has to be a youth *at* the planning table, on the initial team. And there has to be an adult whose only job is to make sure the *other* adults listen to the youth. Because we think youth voices are so marginalized that they need an adult to be on their side.

So we *think* through these issues of how to get voices heard, and who's doing what to whom, and who's seeing who in charge, and who's got power, and who doesn't. That's all part of the setup, prior to even beginning the training.

P. OLYNCIW: Now, when you do this with these particular adaptations that you're speaking of, you've done them with homogenous populations? Are you making adaptations off of something that was developed for, let's say, a majority? And then you're adapting that one case because that particular program is respectful to that culture.

Now, when you have a very heterogeneous population—multiple cultures, like an inner-city situation, or one that we have where many cultures, people from all over the world—do you ever find that when you go to make the adaptations, they want to make different types of adaptations because of things that are more appropriate for their culture?

L. MCDONALD: Of course. That's the whole point!

P. OLYNCIW: So how do you deal with that particular piece?

L. MCDONALD: So in San Diego we adapted the representation on the team so that, they wanted to do four different languages at the same multi-family group. It's a multi-family group format, so they had 20 families, and they had smaller groups of five families each. Each one was in a different language, and then each one had to have representation on the team, in that language, so that you didn't have to bring in untrained translators. You could have members of the team trained. All that stuff gets worked out on a local level, by the trainer. Now, we have a trainer. I mean, Etta, as a trainer, how do you make this fit? Like when you train in St. Louis, or you train in Texas, or you train in California. How do you do what he just asked?

E. ATKINSON: Well, the first thing that we do is look at the team. And let's say we've got four or five cultures, and we know that those are the families we're going to recruit. Each and every one of those cultures *must* be represented on the team. And in whatever role that we can put them into, they *must* be there because that is the only way that the *families* will feel that they are being heard.

P. OLYNCIW: So through that team, you would work out any potential issues, or conflicts that might come up later on?

P. DAVENPORT: Exactly.

E. ATKINSON: Yes, and we work this out on the front end, as much as possible. Now, we have had experiences. I was in Ohio, where we *thought* we had it worked out on the front end. It *looked* like it was worked out. And then I got a call from the team facilitator to find out that the African American representatives on the team had no voice, and were not being made a part of the decision making. All of the decision making was being made at the school, when the African American team members were not present. So we had to go back in and take a look at that to see if we could work it out. Unfortunately, we *couldn't*. So that particular team was *not* able to do the program.

M. GAGE: This is Marion, again. Let me see if I understand if you're saying. It sounds like the key thing is an implementation team that has a representative from each culture that's going to be involved in the program, including youth? But isn't this a middle school, elementary school program?

L. MCDONALD: If it's middle school or high school, then youth are on the team. And in high school, consumers have a higher proportion of the members on the team because high schoolers have more need to run things. But in elementary school, we don't have seven-year-olds on the team, but we have *parents* of seven-year-olds on the team.

M. GAGE: I see, because in our county, it's being implemented, mainly, at elementary schools. So that's what I was curious about.

So this implementation team is taking a look at the curriculum, the program, and giving feedback along the way? And that's how you make your adaptation?

L. MCDONALD: Right.

M. GAGE: I see.

L. MCDONALD: But we specify core components areas for adaptation. And then we have a third category called Drift. Drift is when the adaptation is so creative that it actually hits *against* one of the core values, such as parent empowerment. The parents have to be empowered as agents of prevention in our multi-family group process. So parents always are the bottom line. We want them to be feeling part of as change agents, not just professionals doing it to parents. And so if the team ends up adapting it in such a way that it *dis*empowers parents, then that's called Drift.

M. GAGE: So the FAST problem program has really thought of what your core values are?

L. MCDONALD: Yep.

E. ATKINSON: Yes.

L. MCDONALD: Etta, don't you have people talk about values in the training?

E. ATKINSON: Yes. Part of the training is to go over the FAST values. *And* the team members have to buy into *and agree with* the FAST values. And they have to sign on the dotted line, and say, 'these are the values that we believe in for FAST."

P. WILCOX: I would say you're a very unique model program, that way.

L. MCDONALD: Well, I don't know if that's good or bad. [laughter]

E. ATKINSON: Pam, I'd say that's good.

L. MCDONALD: Sounds marginalized, to me.

A. MATZKIN: That may be a good segway into Pat's presentation on cultural adaptation *in* the FAST Program. And it may be that we've touched on some of this already, but I *do* want to encourage Pat at this time to go ahead and present her piece.

P. DAVENPORT: Okay. If you have the handouts in front of you, what I wanted to cover was adaptations and I wanted to talk about *who* we have done these adaptations with, *why* do adaptations, *what we have done* and *how* we have done it.

So in terms of *who* we have adapted, in terms of representation, we have done it with African Americans, Hispanic Latinos, Indian country, multicultural groups with two, three, four, or more in one group. Asians. Pacific Islanders. French and English. Canadian families. Germany. Australia. Russia, and Algeria.

it with Geographically, we have done it rural, inner-city, suburban, and Indian reservations. And we have done replications that are universal, meaning that everyone is invited to come, regardless of their cultural representation, meaning those that are being identified as a risk by the agency that is serving them.

S. SLOANE: Could I ask a question? This is Susan Sloane. I believe you said, before, that you didn't document, you don't have like a rural adaptation, or a, you know, Austrian adaptation. But do you have any kind of doc, I mean, couldn't some of this be replicable? Or disseminated across different projects, even though they might have to further adapt based on their local community needs? But if you *had* a Latino adaptation, it would be useful to have that information for other programs.

P. DAVENPORT: We have examples of these practices. What we know. But it's not like, for example, a new version of a Latino site, which is what I thought the question was. So let's say just because I'm adapting FAST to Latinos in Chicago, doesn't necessarily, we will learn *lessons* from that, but it's not like I'm going to open a new Latino version. We will take some of those lessons learned and share them if we do our training on the *new* site. But that's how we do it.

S. SLOANE: But is some of that documented in paper and pencil form, in terms of lessons learned so that someone could review those notes?

P. DAVENPORT: Not extensively.

L. MCDONALD: It's a good idea.

S. SLOANE: Okay. Thank you.

L. MCDONALD: So we could have a list of best practices for Latino adaptation, for example, in Southern California, and Texas, and New Mexico, and Phoenix. Every place is different like Milwaukee, and Chicago, and Florida, all of which have done versions in Spanish. Well, Santa Barbara has lots of them, so do San Jose. All of them have done these in Spanish.

S. SLOANE: Common roots or threads that, you know, would be useful across programs.

L. MCDONALD: Well, as least sharing best practice stories.

P. DAVENPORT: Yes. Because the threads, I'm going to share those with you, in terms of what we have seen as commonalities, you know, across all replications, in terms of the major ones. But in terms of the *individual* ones, it will be awesome to have a list to do that. Did that answer what you needed?

S. SLOANE: Yes, it did. Thank you.

P. DAVENPORT: In terms of lessons learned, in tips that I wanted to share about *what* we learn is number one is the team or the personnel that is applying to the program *matching* the percentage of the families in the program? And by that, I mean culturally-represented staff by ethnicity, economic status. Staff that is also competent in any other area of representation may be needed for that particular community.

The curriculum must be experiential in empowering? And what I mean by that is when you follow a model of teaching with dyads, it makes it very difficult to learn. And from research, we know that when you're able to exercise all of your senses in the learning process, you're more likely to retain 90 percent of what you learn. And that's why the entire FAST Model is 100 percent experiential, which means there are no lectures. And because the team, then, is representative of the culture, many times that helps *overcome* literacy issues that may exist even without the own culture that you are dealing with.

One idea is to see how many times I have the question asked, *'How do we then get a team that is culturally representative?'* A recommendation that I have is to *partner* with culturally-representative organizations that *provide* services to the target population, and provide training, mentoring, and evaluation for the teams.

In terms of the learning process, what we have seen is, again, to be toward the experiential learning. No handouts, with no teaching, no lectures, and allowing the parents to be in charge of the activity, which is part of our value of empowerment.

In FAST, for example, I will never—as a team member—address a child from the family that is *there.* I will work with the *parent,* one-on-one. And then the *parent* then directs the child on what they need to do. So it's really participant-driven.

And we don't follow the medical model of you know, there is something wrong with you if I'm here to fix you. We do everything through modeling behavior.

We also look at parents as partners, where their roles are respected. They are serving on the team. We support them to be in charge of their families. We also support their informal social network. And when we're done with the *program* itself, we actually go into a two-year follow-up, similar to an after-care concept where the parents are now the ones who plan what takes place there.

And we also obtain feedback from parents after the program is done to hear from them—from our own consumers and our own participants—what did they think about this?

In terms of the curriculum, it is relationship-based, versus book-based. And we do our recruitment via home visits. We have an 80 percent retention rate of the families that come to FAST once we know the age.

It's a collaborative model that requires a partnership in local adaptations of the program.

P. OLYNCIW: Hello?

L. MCDONALD: Hello?

A. MATZKIN: Hello?

P. OLYNCIW: Hello?

A. MATZKIN: Can you hear me?

P. OLYNCIW: Back again.

L. MCDONALD: Oh, okay.

P. DAVENPORT: And, ideally, the materials will be translated. I also heard that Mr. Lee is in the audience from Minnesota. He helped us do the Mong site, actually, in Minnesota, with the Wilder Foundation. And they helped us translate the materials.

And then, again, going for universal recruitment which is open and available to everyone.

I would say, probably, in Indian country, we have had four experimental studies that we've done. One with Indian country. One with African Americans. One with Latino families. And then another one with…

L. MCDONALD: Multicultural.

P. DAVENPORT: …multicultural poverty groups, as well. And one of the threats that we keep seeing, of outcomes, is, again, our family continued improvement in his externalized behavior, by parents, as well as by their teachers.

So that's kind of a small synopsis here of what we do in FAST, in terms of adaptations.

Any questions?

P. OLYNCIW: Maybe not a question. But something that would be nice to have. I know you said you didn't write down everything, all the modifications that you made. But bringing a team of people together like this to discuss what's important to them in a program—modifications they'd like to make, especially, when the population becomes varied and you have a very heterogeneous group—the process that you use to bring those people together to develop some kind of trust between them so that they felt comfortable speaking about what they needed would be an interesting thing to see exactly how you did that.

L. MCDONALD: Well, Etta, you do that as a trainer.

E. ATKINSON: Right.

P. OLYNCIW: It would be interesting to see the type of design that she used for that.

L. MCDONALD: It's all laid out.

P. OLYNCIW: Yeah, I can imagine it would be something that you'd want to approach to ensure that you had the group all in tune with one another, and comfortable.

L. MCDONALD: Etta, how do you do that?

E. ATKINSON: Well, with our manual that we have in our two-days trainings. Let's say the team meets all the criteria—they're culturally representatives, and they know that they want to do the program. That is the first step to getting everybody on the same page.

The next step is to look at the goals of the program, and get the team to agree to work toward those goals.

This whole process is experiential, and as they work through it and talk about it, they build relationships with each other around the issues. And they begin to understand that they may have some differences. And as a trainer, my job is to assure them that differences are okay. And one of the analogies I use is that when we're working together, we work like a salad. [laughter] And we only have tomatoes—it's not a real good salad. So if we put some of everything in our salad, then we can decide, as a group, what's the one thing that's going to bring us all together? And that image usually helps people to see that, okay, we can be who we *are*, and we *can* work together.

L. MCDONALD: It's dressing.

A. MATZKIN: That would be the dressing, right? [laughter]

E. ATKINSON: That's right. So as a trainer, we have to use a lot of skills here. This is not anything that's canned, that anybody can read. You really have to be there *with* the people. You have to *connect* with the people and use all of your resources.

L. MCDONALD: So how many times do you go? How many days do you spend with this team?

E. ATKINSON: Well, I spend, probably, almost a whole day on the telephone, getting it all together. And then *in person*, I'm with this team for two days, from about eight in the morning, until they're truly sick of me by six or seven o'clock in the evening. [laughter]

P. OLYNCIW: That's what you need to do. How do you select a team?

L. MCDONALD: But then that's not all. What else do you do, Etta?

E. ATKINSON: Well, then after I've spent *those* days with them, as a trainer I am *expected* to develop and establish a relationship with each one of the team members so

that they all have a relationship with me as individuals, and *I* have a relationship with them as a *group*.

L. MCDONALD: And then you'd go site visit with program integrity checklists?

E. ATKINSON: Oh, yes. Then I go back the very *first* night of the implementation. I'm there to see how they are doing. How are they implementing? Are they following our core components? Are they empowering the parents? Are they responding the way that we've *talked* about during the training time? And I make three visits. And then spend anywhere from an hour-and-a-half to two hours *after* each visit *with* the team, talking with them about what I *saw*, what went *well*, what do we need to do *better*, you know, how are we doing? So it's what, Lynn, about five to six days when we put it all together?

L. MCDONALD: And then the last day after they finish, so you go three times during the eight weeks.

E. ATKINSON: Yes.

L. MCDONALD: And then you do a last day, right?

E. ATKINSON: A last day. A final review.

L. MCDONALD: Review how it went.

E. ATKINSON: How it went.

L. MCDONALD: So it's very intensive.

P. OLYNCIW: Definitely.

L. MCDONALD: It's very different from most of the science-based models in that way. And we really think that that's what federal dollars should do. It should buck up the training and technical assistance for local sites, in terms of support as they do science-based models.

M. GAGE: This is Marion, again. I know that there's a couple of CAPTs, like West CAPT and another CAPT that's on this call. So I would just like to put a request out on a broader sense in that I really was touched by the first speaker, I'm sorry, I'm forgetting your name. She used the word 'marginalization.' And *that* word has not been a lot of people's awareness of what that means, I think, in the field of prevention. So from my perspective—especially in California, we're definitely dealing more and more with diversity—we really need some training about, because, and you also said one of the strategies to deal with it is really it's process work. It's observation. And when you're working with people, when you go into a room, you know, assessing who has got the power, who *doesn't*, and then, you know, the people who *do* have power are not conscious they have power, and how they're marginalizing people.

L. MCDONALD: Exactly.

M. GAGE: It really is a process situation that *requires*, for example, I've had an opportunity to go through a week-long training in this, that was very valuable. A guy over in Oregon—his name is Arnold Mendel—has been doing some very interesting work around this whole piece, working with diverse groups about, you know, how do you work together? How do you even bring up, to be able to be okay for me to say, 'you have marginalized me,' you know? That is *huge,* and I think it's going to require *that* next level, is the field of prevention willing to do there because when you go there, you have to willing to talk about the ghost in the room.

L. MCDONALD: Yep.

M. GAGE: When somebody says, 'you know, what? I have been, for years, marginalized in this community. How's it going to change, now?' And that's a *whole* level of process work that I don't feel the field or we're really prepared to go there, and nor are there resources or technical assistance to help us to there, at this point. You guys are just, this is the first time I've heard a prevention program even talking this way. It's exciting. But I think we have a lot to learn, and my hope is that we can broaden this, not just to the FAST Program, but really to the field of prevention.

P. OLYNCIW: I would say, for sure, that that's going to happen. When we first thought of doing multicultural programming when those issues started to come up, you had a lot of the bad feelings come up, people having things that had happened in their community that they needed to discuss, to get out of the way before they could move on. And I think that doing this type of a training is going to bring that up.

And it's something that with—for me, going back to prevention in the old way we approached it in the late 70s and early 80s—you're talking about going back to where we were,…

L. MCDONALD: Right. [laughs]

P. OLYNCIW: …in regard to the people that went out as road warriors from the different centers and spent, you know, 200 days a year on the road, going from community to community with, mostly being process folks that *knew* these were the issues that needed to be dealt with.

I just have a quick thing about Pat Davenport's slides. I couldn't bring them up on my screen. But if I save them to my C Drive, then I was able to bring them up and print them.

A. MATZKIN: Okay. Thank you for letting us know. If anybody else is having similar trouble with Pat Davenport's slides, if you could go ahead and try and save them first before you try to open them. Under Lynn McDonald, yes, those are all single slides.

L. MCDONALD: Yes, that's one of our trainings, when we work with a community, they get an interactive CD-ROM. And that's one little part of it that goes with the manual and the *trainer*. But we don't give out our training materials without the person.

A. MATZKIN: We have a little over a half an hour left on this call, and we *did* receive a number of questions in advance of the call. And I wanted to make sure that people had those questions answered to their satisfaction. So if it's okay with everybody, I'm going to go ahead and pose some of the questions that we received before this event.

Feel free to jump in with follow-up questions. The reason we have your lines open is so that we *can* continue this conversation in an open and interactive way.

Now, the first question we received is, *'Do you see an industry push to train counselors to understand cultural differences in prevention and treatment?'* And the whole panel is quiet.

L. MCDONALD: Wait. Can you say it again? [laughter]

A. MATZKIN: *'Do you seen an industry push to train counselors to understand cultural differences in prevention and treatment?'*

L. MCDONALD: Do I see a *what* push?

A. MATZKIN: *Industry* push.

L. MCDONALD: No. [laughs] Anybody else?

D. JETER: No. My question was answered.

L. MCDONALD: Who said that?

D. JETER: Deera Jeter.

L. MCDONALD: You know, why don't we *make* it, I mean, to me, *right now*, we have a little kind of little tiny moment. Fifty-one science-based models have been identified. And money is going with them. They are *not* going to work if they don't create process checks and outcome checks that *include* all the players. I'm just convinced of that. And if they want to get the outcomes of science-based models, I think we have to say, 'wait a minute, everybody, let's pay attention to this issue.'

P. WILCOX: I totally agree. And I think, like you said, there's *not* an industry push, but there sure needs to be. And I think this phone call is making us more aware *of* that need for it. And, also, I think it was Marion—or one of the grantees out there in Oregon, I want to say—that's my phone ringing, by the way; [laughs] I'm in high demand out here—is that we're really on the cutting edge of this. I mean, we've had 51 model programs in four years, which is really fast growth. And now we need to think about where we can go

with this, and how to make it happen with *all* the model programs and core components with each.

P. OLYNCIW: Maybe one step one to that would be—because the difficulty *we've* had with the model programs is finding out exactly what the fidelity of implementation *was,* what we needed to do. So that seems almost like it's a step that would need to go along with it. And they have been reluctant, in many cases, to deal with that issue.

P. WILCOX: Yeah, I think it's difficult because each developer wants, like I think Lynn, you said, 'well, here are core components, but sometimes you couldn't play around one.' And so, I mean, you have to hold it tight to the chest because you want to make sure that fidelity is there. but I think one of the things—I don't know if you guys have seen some of the conferences that we've exhibited at—we have this new CD-ROM, it's called an IPIC. We gathered a bunch of information from all the developers. And one of the things we *didn't* gather, of course, was the core components. But I think we need to sort of, *that* needs to be standing on its own. And I think what I'm going to propose that we make an effort to get that information from the developers.

S. SLOANE: This is Susan Sloane. I know one of the things that we're looking at when we look at fidelity of implementation is to make sure that we document the rationale behind why we're making a particular adaptation, so that there *is* that kind of paper trail to, you know, well, why did you do that? When the evaluators met in Washington the last time, we talked about doing adaptations can be good, and adaptations can be bad. And along with your outcomes, you want to document *why* you did a particular thing because you could end up being *more* successful than the original study.

L. MCDONALD: Exactly.

S. SLOANE: Then you'd want to know *why* you were successful.

L. MCDONALD: And if you measure the outcomes, you'll know if it's more effective.

S. SLOANE: Exactly.

A. MATZKIN: This is actually leading into one of the other questions we received, which was, *'Without compromising fidelity, may we modify programs that require lots of writing (busy work) to experiential activities that obtain the same outcome?'*

L. MCDONALD: Well, you know, my perspective is *everything* should be experiential, but, you know, that's not a very popular perspective, even though it has better outcomes. *But* I think the program developers have to negotiate that with you.

P. WILCOX: Yeah, it's definitely program-dependent.

A. MATZKIN: Right. The next question we received is, *'Which organizations have programs for children, or teens of color, and which programs do they find most effective?'* Are there any statistics of color, versus other?

P. WILCOX: This is Pam. I think there's not a short answer to that one. I think the best thing to do would be to look on, I think there's a link to the SAMHSA Model Programs website, where there's a status matrix that you can compare target populations, and the outcomes of each. And you can also always call us on the toll-free line. I and one of my four other colleagues can help you to find the right one.

A. MATZKIN: There's also on the website for this call, there is a link to SAMHSA Model Programs with outcomes and, I think, populations, which you may find helpful.

L. MCDONALD: Does anybody else in the audience want to speak to this issue? How about University of Washington? Are you all still there?

A. MATZKIN: Maybe not.

[one of University of Washington participants]: Yes, we're still here.

L. MCDONALD: Oh! [laughter]

P. WILCOX: There's a time delay, way over there in the West.

[one of University of Washington participants]: We were kind of distracted. We don't have a response.

L. MCDONALD: Okay.

A. MATZKIN: Thank you.

P. OLYNCIW: That SAMHSA link doesn't work for me.

P. WILCOX: You know what? It didn't work for me, either.

P. OLYNCIW: This page cannot be found.

A. MATZKIN: Okay, I'll get that fixed, so, hopefully, tomorrow it *will* be working.

The next question that we received in advance is, *'Usually, when I hear cultural adaptations, I think of ethnic cultures. However, in my county, we have a number of kids in our program from the poverty culture, which has its own set of rules. When discussing cultural adaptations, I would like some discussion'* and then it trails off there, and I'm not sure whether the web just didn't capture it, or whoever was typing this didn't finish the sentence. But that's the question as it stands.

L. MCDONALD: Well, can the person who asked that question maybe elaborate? Because I think it's a *very* important question.

A. MATZKIN: Are you out there?

L. MCDONALD: Does anybody want to claim it?

E. MARX: Well, this is Erica Marx, in Vermont. That sounds very *similar* to a question I asked, although it's not exactly. And that is that I live in the whitest state in the country. And the cultural adaptations we need to make have nothing to do with race, and everything to do with socioeconomic status, and living in a rural culture, and sexual orientation. And I, rarely, see those things adequately addressed.

L. MCDONALD: So, let me ask you something about that, in Vermont. If you, don't you think Vermonters will be the best ones to adapt it to *that?*

E. MARX: Absolutely.

L. MCDONALD: So that's the critical question here, is *'Where should those "cultural adaptations" be done?'* You know, I'm not a Vermonter, and Etta's not a Vermonter, but Etta's *trained* to help Vermonters figure *out*. Right, Etta?

E. ATKINSON: How to do it.

L. MCDONALD: Right.

E. ATKINSON: And how to make it their own. I think as we look at our programs, the one thing we have to really be aware of is that we don't want to come up with cultural, ethnic, socioeconomic adaptations that are canned, because we did that, and it didn't work. So what we're finding out now, and what we found out in doing FAST, is that if we go into the community with open *eyes*, open *ears*, *hear* what the community needs, *hear* where they're coming from, and help that community *develop* what will speak to them, it works because then it takes on life. It is *theirs;* it's not cold. And I think that's where we have to really make a concerted effort to be *sure* that our programs are adapted.

L. MCDONALD: So Etta, would you, if you were going to create a team that reflected the things she said, who would be on that team?

E. ATKINSON: Well, I would want the core, I'd want the disenfranchised, I'd want those who live in the rural area, I'd want a farmer, or two, or three. And I'd want people who are living the life that we're talking about. That's who I'd want on my team.

L. MCDONALD: So you might have a gay couple?

E. ATKINSON: Yes.

L. MCDONALD: And two rural people. You know, you would create the team to pace. It's theoretically-derived, called the Social Ecology of Child Development. We're creating to help the *child* prevent that outcome, so we're creating a team that's multi-systemic, that's based on the Bronson-Brenner Socio Ecological Theory of Child Development. *All* the players have to be there. We can't just have a *teacher*. We have to have the parent. We have to have local communities representing, and the *youth* have to be there as sort of, it's an original Iroquois value, that if you want to problem solve, you have to bring *all* the important players together and have their voices heard, and then create a consensus.

A. MATZKIN: Thank you, everybody.

E. MARX: May I add something about that?

A. MATZKIN: Go ahead, sure.

E. MARX: Having worked with Gay, Lesbian, Bisexual and Transgendered Youth who are at high risk if they don't get support from other folks, I think that what happens is if you develop this kind of team, there may still be a need to have youth served in a non-family environment for awhile because a lot of youth who would come to the group would want to first discuss 'how am I even going to talk to my parents? They will not be able to go to a family meeting of some sort. First they could go to a community-based. I need some privacy, and some security, and so on.

L. MCDONALD: Pat?

P. DAVENPORT: Yes?

L. MCDONALD: You were saying that before. FAST is only one kind of science-based model. You want to say something?

P. DAVENPORT: Well, what I thinking was in terms of the middle school models—which is what I'm gathering you were talking about middle school age range here and not looking at older youth—we do have in the FAST middle school, it requires a 14-weeks model. It's like a youth rap group that meets at least four weeks *before* the first family sessions start. And this is the group that belongs to the youth. It is for them to do whatever they want to do with that group. Sometimes to hang out. Sometimes to be together. But also some sites, they may take on issues that *mean something* to them. I have had some areas where they will take issues such as race. For example, they have adapted the Circles model, where the kids want to become facilitators of the Circles, which is, basically, a racial dialogue. And they use that. So that's how we get started with the *youth.* We don't get started with the parents.

So you see people that have the kind of experience that *you* do, that knows what will work and won't work, have done what we've done in some ways.

But also, your expertise, then, will be brought to the table, in terms of additional adaptations.

In addition to the 14-weeks model, during the past session, we *do* have a youth group whose whole job is to figure it out, to pick one subject, one topic that they will talk to the parents about, which is then done during that one-on-one time with the parent. But during that time they use for role play, you know, how am I going to approach them? What am I going to say? And try to ignite, you know, those communication…

[END OF SIDE B]

L. MCDONALD: …a Mong adaptation. The Mong immigrants came with support for their entry into the United States because of their involvement in a war. And they had no permission to stay on in their country of origin. Their immigrant perspective, very specific issues that are different from a lot of other immigrants. So even through they're Southeast Asian, that Mong experience is totally different from the Laotian, or the Cambodian, or even the Vietnam.

And so we were working on a Mong adaptation that had some federal funds. And I went through a contact that was a woman who had an MSW, who was Mong, and I thought, 'Well, this will be a great entry into a community.' And I found out, later, that it was *not* a good entry into the community, and we were not able to *recruit* families because of that entry person. And then we started all over in a *new* community, where I knew someone, I met someone at a state agency who introduced me to the Mong elders in the community who, then, *met* with me several times with a lot of curiosity and suspicion. Then after they decided that it was going to be *okay*, they decided that they would actually *be* the team, themselves. So it was our only all-male team we've ever had that wanted to be the mediators of what was going to happen. They wanted to protect their community. So that was just the beginning of a *huge* number of adaptations that were made to fit and be respectful and be responsive. And now, there are several Mong communities around the Midwest—probably over 20—doing Mong versions of multi-family groups, and there are a growing number of trainers, as well. So, gradually, the trainers are Mong, and they don't have to deal with me, [laughs] which is much better.

S. SLOANE: We've worked with a very successful tobacco prevention program in northern, far northern California, and American Indian project. And instead of emphasizing traditional prevention of tobacco use, their emphasis is honoring native traditions. And it's not tribal-specific, but any tribe would fit into this model. And they use the Medicine Wheel, which is an ancient American Indian system of understanding the universe. And so through that process of focusing on health, and community and honoring tradition, that's how they go about accomplishing what they want to accomplish. And commercial tobacco is just a very small *part* of it. I mean, they might talk about commercial tobacco use, but they really focus on traditional use of tobacco products.

L. MCDONALD: Now, is that one of the 51 science-based models?

S. SLOANE: No. This is a project in California that was an Innovative and Promising to be Project, and has been now widely disseminated. I think it's in its eighth or ninth year.

L. MCDONALD: What's it called?

S. SLOANE: The Medicine Wheel.

L. MCDONALD: Cool.

S. SLOANE: And it's through RISE—Resources for Indian Student Education—in Alturas, California.

L. MCDONALD: So, another thing to think about how to get promising programs like that into collaboration with universities to get big grants to do the experimental design study because you have to know that these science-based models have had a *huge* infusion of federal dollars to do experimental design studies, which are *very* expensive. And *that* sort of *means* an odd sort of 51 programs, you know?

M. GAGE: So are we willing to address that and that? I mean, this is an example of what you just started this whole audioconference about. The way the federal government is set up right now to figure out who the model programs are is a marginalizing process.

P. WILCOX: That's a really good point.

L. MCDONALD: [laughs] Who said that?

P. WILCOX: This is Pam, again. The new director of the Centers for Substance Abuse Prevention if Beverly Watts-Davis, and she has a whole new sort of vision for the agency, which is getting back into some of those community-based programs, and somehow getting them reviewed, providing them with money, that type of thing. So the need is there, and I'm hoping that there's going to be more towards responding to it.

L. MCDONALD: I think that this is a critical issue, and it comes up, particularly, with the topic of our workshop today.

R. QUINBY: This is Rose Quinby, of the University of Washington. I just wanted to let folks know. We have another conference call, and we need to sign off. But thank you *so much*. This has been very, very informative on our end. And we'll be getting in touch with individual folks.

A. MATZKIN: Thank you very much.

R. QUINBY: Thanks.

A. MATZKIN: Thank you. We just have a few more questions that we received ahead of the call. And I'm going to go ahead and let you know what those are. One, I think we've covered, maybe. *'Is there any web-based training and cultural adaptation on model programs?'*

P. WILCOX: I think we just covered that. And if there isn't, but that there should be. And then, eventually, once we get more core component information, we can look at getting stuff like that implemented.

L. MCDONALD: In our interactive CD-ROM, we have examples of things that have gone wrong. Because I feel like I learn a lot from other people's mistakes, and my own mistakes, so we put out mistakes and asked people to consider well, what went wrong here? And how can we learn from this? And we have a lot of those in relation to cultural adaptations.

A. MATZKIN: Okay, thank you. Couple more questions. One is, *'For those grants we do not currently have, how do we go about applying for one?'*

I think, probably, maybe the folks at the CAPT should give a shot at, I think the grants that they're asking about—this person's asking about other grants that were in the registration forms, therefore, specific grants that we asked about. And, frankly, it really varies. There's no single answer. To that, if you email me, I would be happy to provide you with more detailed information about those various funding sources. But there's no quick answers to that. Does anybody want to add anything?

P. WILCOX: This is Pam. I agree. [laughs]

A. MATZKIN: Thank you, Pam.

And the last question we received is not in question form, and it's possible that the question was cut off, but I'm going to read what it says. And if there's somebody out there who wants something clarified, please go ahead and jump in.

The comment submitted was, '*Accessibility of all. Make every program available to those outside of public schools, polling to see if everyone has been reached*.' Does the person who submitted that want to clarify? No?

P. WILCOX: Can you repeat it?

A. MATZKIN: Yes. '*Accessibility to all. Make every program available to those outside of public schools, polling to see if everyone has been reached.*'

[UNIDENTIFIED WOMAN]: That would probably be me.

A. MATZKIN: Was there a question there that didn't get captured? Or do you have a question now?

[UNIDENTIFIED WOMAN]: I don't know how to get into responding.

L. MCDONALD: Are you talking about private schools? Or are you talking about universal populations?

CAROL: It sounds like it's an access to information question.

A. MATZKIN: Does anybody have an answer? Or a clarification of the question?

L. MCDONALD: Well, there's access to information on the web, that CSAP organizes. And there's also a book of the CSAP 51 models that can be sent to you. Is that what you mean?

A. MATZKIN: Hello? I'm not sure if we've lost somebody.

P. WILCOX: Who asked the question? Is that where we're at right now? We're still not sure who asked the question.

A. MATZKIN: We're still not sure who asked the question.

[UNIDENTIFIED WOMAN]: It might be me. I'm in Maryland. And I am part of six different groups. This is my first conference call, so I was just sort of listening in. The question—it sounds like one that I may have asked—is, basically, it's because I work with home schoolers, and there's over 20,000 in Maryland, that we know of.

L. MCDONALD: Whoa! A lot!

[UNIDENTIFIED WOMAN]: Yeah, and there are 1.9 million in the United States, that we know of. So, basically, my question is, *'Every time I do a survey or a study, there's the public school and the private school that are addressed. But the home school population is sort of secluded. But there are families and children that need to have issues addressed, but there's no* outreach *for the home school population. And I've tried to do that for the last three years, but you get resistance from a lot of your legislators because there's not a lot of voicing.'*

D. JETER: Or support of that. Tax dollars. [laughs]

[UNIDENTIFIED WOMAN]: Right. And there are a lot of numbers that we could be claiming to get funding for, if we could just get a pool of the home schoolers to come forward. But they're very intimidated. So I've sort of branched out and become a voice. But I always try to make sure that things are accessible to the home schoolers.

L. MCDONALD: Pat, maybe you should talk with her, privately.

P. DAVENPORT: Yeah. That would be good.

L. MCDONALD: That'd be a *great* adaptation.

[UNIDENTIFIED WOMAN]: Okay, thank you.

A. MATZKIN: Thank you. Those are all the questions we received in advance. At this time, we have a few minutes left. And I want to encourage anybody who has remaining questions to go ahead and jump in and pose your questions.

P. TINDALL: This is Pam Tindall. I have a question around core components. When I work with organizations around fidelity and adaptation of programming, I typically use CSAP's Finding the Balance paper as the model. And it talks about understanding the theories, and the values, and identifying core components. It really struck me when you said that developers are in a bind because programs have not been tested, regarding core components. They've been tested as an integrated whole.

I also thought I heard one of you say that focus audience participation on the shared governance team should identify core components. Did I hear you correctly?

L. MCDONALD: The consumers and the team members *learn* what the core components are, and where the areas of adaptation are. Now, those sort of, you have to understand, we've been doing this for fifteen years. And they have changed over the years because what we've learned when people have *adapted* something that we thought was core, and then it turned out better 'cause we do outcomes for every single site, then we *think* this, hmm? And we send the word out and other people try it, and so these are fluid. So something that was true 10 years ago, it's not true *now*. Some things that we didn't think were so important—like cultural representation on teams—we've decided is *extremely* centrally important because of all the things we've talked about today. So that's something that we didn't have as a rigid rule, eight years ago. But now it is a core component that's not negotiable; although, what's negotiable is still well, what *is* cultural representation? You know?

So if you have a 70 percent Latino multi-family group, and the team is only 50 percent Latino, is that cultural representation? So we have *those* issues. So I guess the *main* thing, to me, that we need to be certain happens—and I'm speaking as a program developer of one of the 51 models—is that there is a continuous communication and feedback loop with the implementation sites, with the people who went *through* the programs, which is call consumers. And that the feedback loops *inform* a fluid process of improvement. Everybody hung up. [laughter]

P. OLYNCIW: They didn't like what you said. Enough of that.

P. TINDALL: But in terms of identifying, now, *your* program is a bit different because you've had many years of doing this, identifying core components and evaluating them. Many other programs have not. So if we're trying to assist somebody in adapting a program that maybe doesn't have that core component analysis already done, what is the

best way to go about doing that? I've called some developers who say, "Oh, gee, that's a good question." So do we… [overlapping voices]

L. MCDONALD: The other thing is, if you were a *process*-oriented intervention—which is what we are—with experiential learning, it's much more fluid than if you're lecturing from a typed presentation. So I don't know exactly how to transfer all these ideas to one teacher standing up in a classroom and reading out a script. It's a different, to me, that's going to be, you might want to say well, they should have a *parent* with them, or a *youth* with them, and they should be able to figure out other ways of achieving the same learning goals that may *be* more experiential. I mean, all those things are to be negotiated with program developers, and in the end, they're defined in science-based models, with an easy end, which is outcomes. Can you get *more* outcomes with these adaptations? And *that* needs to be funded by somebody. And universities are not invested in that. Somebody else has to be invested in that. And I think CSAP is. I think it's fabulous, but, CSAP should get 10 times as much money

P. TINDALL: Well, Beverly Watts-Davis's spoke at the national Prevention Network Conference this morning. And she said that, "Ah [inaudible phrase]!" [laughter] So we can all start writing her and looking for those funds to come to universities, through the states.

P. OLYNCIW: Although that task of having the teacher respond like that, I think that's something that will take awhile to get across the teachers [laughter]. But I think that your whole team approach on bringing together those diversion population— building trust, dealing with issues within the community that have caused people, in the past, to *not* come together and to diffuse into their own clicks—I think that's the biggest piece that you would have to overcome. And there's very few LEAs that have that capacity within their community that have people who would want to take that type of a risk, being a service provider when we do things like that. That's the first point of difficulty we have is when you almost go out there, and they sense the fact that there's going to be some kind of conflict around this, so we're going to bring up controversy.

L. MCDONALD: Well, Pat, maybe you can talk about that. The idea that collaboration takes time and money, and people resist that.

P. OLYNCIW: And it changes hearts as we all say, you know? And you folks that come, you're working with a developer, right? You folks developed this program. You have trainers of expertise. Now, if everyone who is to adopt your program do you really have enough people to go around to put that type of intensive training in? The amount of work that Etta has done, in regard to building these teams, selecting the people, doing that type of a follow up to ensure…

L. MCDONALD: We've done it 800 times.

P. OLYNCIW: To transfer that to local LEAs.

L. MCDONALD: Eight hundred. We've done it 800 times. We have 300 trainers.

P. OLYNCIW: No, I'm not saying that you didn't do it. But I'm just saying that the task that that was, and what you needed to get together for, take a look at all these other developers and all the other model programs throughout that and to ask other developers to be able to do that, or train locals to do it is a bit, to me, that's the primary task there.

A. MATZKIN: Thank you, everybody, for your questions. We are just about out of time. And since I know a number of you are probably running to two o'clock meetings, I mean, I do want to make sure that you have the opportunity to provide us with some feedback on this event. I think we're going to move on now to the evaluation portion.

But before I do that, there was a brief request for sort of more training and of sessions on this topic. David Cohen, are you still out there?

S. FUXMAN: David was never on the call. It's Shai.

A. MATZKIN: Oh! It's Shai. Shai, can you talk a little bit about the videoconference?

S. FUXMAN: Which one?

A. MATZKIN: The one for cultural adaptations that's coming up?

S. FUXMAN: I would have David get information about that to you.

A. MATZKIN: Okay. I'll just say really, briefly, that there *is* a videoconference in the works on this topic, also. And we will make sure that everybody participating in this call *does* is informed about that event, as well.

S. FUXMAN: I could have David go ahead and send the overview of the videoconference to all the participants, and with all the information you need to register.

A. MATZKIN: Great. Thank you very much, Shai.

S. FUXMAN: You're welcome.

D. JETER: You said *video*conference?

A. MATZKIN: Yes, it's a videoconference. It has a visual element, and it's provided in association with the National Guard, I believe, where there are many, many various satellite downlink sites where people can go and participate.

D. JETER: I was going to say you have to go to a site?

A. MATZKIN: Yes, you do have to go to a site for the videoconference, as I understand it. And then, again, we *will* make sure we do send you information about that event when it becomes available.

D. JETER: You don't know when it's going to take place?

A. MATZKIN: No, I don't believe that there's been a date set, yet.

D. JETER: Okay.

[UNIDENTIFIED WOMAN]: Also, is it possible we could have an *expansion* in-person session, November 18th or 19th at the Washington conference?

A. MATZKIN: On cultural adaptations? Certainly, I will pass that along to the planning committee for that meeting.

L. MCDONALD: Which meeting is this?

A. MATZKIN: This is for Department of Education, LEAs who are receiving the grants to Reduce Alcohol Abuse Grants.

L. MCDONALD: That's November 18, 19?

A. MATZKIN: Mm hm.

L. MCDONALD: It would be great. I think that's a great idea to have a continuation, instead of having this just be a drop in the bucket.

A. MATZKIN: Wonderful. I will pass that along.

L. MCDONALD: Maybe you can get Pat, and Etta, and me to come *there.*

A. MATZKIN: Okay! We'll work on that. Thank you very much for the offer.

Okay, I think we've finally reached the end of this call. And, again, I want to thank our presenters for participating, and all of the participants who've now spent nearly two hours on the phone, which I know can be a little challenging, especially if you're a visual learner, like some of us. So I just want to thank you for your patience, and we are really looking forward to receiving your feedback on this session. As we start using new methods of technology to disseminate information, it's really helpful to hear how it goes from participants.

So at this time I'm going to turn the session back over to Audra, who is our operator. And she is going to do a pretty short telephone poll with you. It should only take about five minutes. There are less than ten questions. Tomorrow you'll probably receive an email from me, just asking for some more qualitative feedback about this event, because it's

hard to capture qualitative feedback by pushing buttons on your telephone. We would love to hear your feedback in whatever feedback it takes. And, again, feel free to pose additional questions, and we can respond to those as technical assistance requests, or in whatever way you need. So thank you all, very much. And I'll turn this over to Audra. And all of the moderators can now hang up. Thank you, very much.

L. MCDONALD: Good-bye, and thanks for being so cutting edge, CSAP and Northeast. I think it was brilliant that you pushed for this.

A. MATZKIN: Thank you.

L. MCDONALD: Bye bye.

AUDRA: And at this time, we will connect a brief electronic survey. After I finish reading the entire question and all of the possible responses, please answer by pressing the star key, followed by the number on your touch tone phone that corresponds to your choice.

If you are using a speaker phone, make sure your mute function is turned off to allow your signal to reach our equipment. There will be a brief pause between each question to allow everyone a chance to respond.

Question Number One. *How much new information or ideas did you receive in the workshop?* Press Star 1 for *no* new information or ideas. Press Star 2 for a *little* new information and ideas. Press Star 3 for *some* new information and ideas. And press Star 4 for a *lot* of new information and ideas. We'll pause a moment to allow your responses.

Question Number Two. *How likely are you to use the information or ideas that you received in the workshop?* Press Star 1 if *not at all* likely. Press Star 2 for *not very* likely. Star 3 for *somewhat* likely. And Star 4 for *very* likely. Again, we'll pause for a moment.

Question Number Three. *Overall, how satisfied are you with today's workshop?* Press Star 1 if *very* dissatisfied. Star 2 if *somewhat* dissatisfied. Star 3 for *somewhat* satisfied. And Star 4 for *very* satisfied. [background conversation] Once again, that is Star 1 for *very* dissatisfied. Star 2 for *somewhat* dissatisfied. Star 3 for *somewhat* satisfied. And Star 4 for *very* satisfied.

Question Number Four. *How satisfied are you with the audio conference format for providing technical assistance on this issue?* Press Star 1 for *very* dissatisfied. Star 2 for *somewhat* dissatisfied. Star 3 for *somewhat* satisfied. And Star 4 for *very* satisfied. We'll pause a moment to allow your responses.

Question Number Five. *Please rate your satisfaction with the quality of information presented.* Press Star 1 for *very* dissatisfied. Star 2 for *somewhat* dissatisfied. Star 3 for *somewhat* satisfied. And Star 4 for *very* satisfied. Again, we'll pause for just a moment.

Question Number Six. *Please rate your satisfaction with the opportunity for questions and discussion.* Star 1 for *very* dissatisfied. Star 2 for *somewhat* dissatisfied. Star 3 for *somewhat* satisfied. And Star 4 for *very* satisfied. And, again, we'll pause for just a moment.

Question Number Seven. *Please rate your satisfaction with the handouts and materials.* Star 1 for *very* dissatisfied. Star 2 for *somewhat* dissatisfied. Star 3 for *somewhat* satisfied. And Star 4 for *very* satisfied.

And our last question for today. *How many people listen to the event from your location?* Press Star 1 for one. Star 2 for two. Star 3 for three. Star 4 for four. Star 5 for five. Star 6 for six. Star 7 for seven. Star 8 for eight. And Star 9 for nine or more.

That concludes today's electronic survey. Thank you for participating in this call. You will be receiving an e-mail, giving you the opportunity to provide additional feedback, shortly. Again, we thank you for your participation. You may now disconnect.

[END OF TAPE]